DOCUMENT RESUME

ED 069 187 FL 003 629

AUTHOR	James, Charles J., Comp.
TITLE	A Selective Bibliography of Doctoral Dissertations in Modern Language Education.
INSTITUTION	ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.
PUB DATE	72
NOTE	36p.
AVAILABLE FROM	MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 ($2.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Bibliographies; Bilingual Education; Cultural Education; Curriculum Development; *Doctoral Theses; English (Second Language); Equipment; Higher Education; Instructional Program Divisions; *Language Instruction; Language Skills; Linguistics; Literature; *Modern Languages; *Second Language Learning; Teacher Education; Teaching Methods; Testing

ABSTRACT

This bibliography of doctoral dissertations completed from July 1961 through June 1971 in modern language education is a study of trends which suggest new directions for further research in foreign language learning and teaching. Some 841 dissertations are listed under these categories: (1) general, (2) linguistics, (3) culture, (4) teaching the foreign literature, (5) curriculum in foreign languages, (6) physiology and psychology of language learning, (7) bilingualism, (8) teacher education in foreign languages, (9) methods in foreign language teaching, (10) teaching English to speakers of other languages, (11) equipment, and (12) testing the foreign language. Dissertations of a strictly literary or linguistic nature are not included in the bibliography. Most of the items pertain to the commonly taught foreign languages; abstracts are not included. (RL)

ED 069187

A SELECTIVE BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS IN MODERN LANGUAGE EDUCATION

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OFFICE OF EDUCATION

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Published 1972 by the MLA/ERIC Clearinghouse on Languages and Linguistics, 62 Fifth Ave., New York 10011.

Copies of this pamphlet may be purchased from the Materials Center, MLA/ACTFL, 62 Fifth Ave., New York 10011.

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INTRODUCTION

THIS bibliography is a study of trends, and seeks to suggest directions for further doctoral research in foreign language learning and teaching. Hopefully, it will provide a guide to those who know best the kind and quality of research that will contribute to better understanding of language learning and instruction. Research at the doctoral level has traditionally involved taking one or more isolated topics of interest and examining these in as much detail as possible, in order to fill some "vacuum" in previous research. It is rare that a dissertation has such broad perspective or value outside of its narrow scan that it can be said to have contributed greatly to its academic field, even though its author may go on to produce significant contributions.

Most of the dissertations in this bibliography are of the more restricted sort. They deal with a specific problem, with an aspect of a problem, or with the results of a particular experiment, usually performed in a defined geographical location or with a fairly isolated target population. For this reason, most end up being exercises in research rather than works which expand the bases for further research. For doctoral candidates, this is perhaps as it should be. Counselors of doctoral candidates, however, might help provide some of the much-needed expansion in the field of foreign language education by taking care to guide their charges into new, largely unexplored areas. There is room for change in the directions candidates should pursue in their research, regardless of whether they are writing expansions or exercises.

What is called for is more balance in foreign language research. In reference to the categories of this bibliography, there is an obvious need for more research in teacher education, methodology in specific skills and outcomes, curriculum and classroom materials, and the teaching of foreign literature. A great deal of research on linguistics, bilingualism, and teaching programs in English for speakers of other languages has already been accomplished, and, even though research from these three areas can contribute much to work in foreign language education, the need for doctoral studies in the other areas mentioned is crucial to a continuing knowledge of how a second language is learned in schools.

The original purpose of this project was to collect and classify those doctoral dissertations which deal with the study and teaching of modern foreign languages. This was accomplished primarily by searching through *Dissertation Abstracts (DA),* known as *Dissertation Abstracts International (DAI)* since July 1969 (Volume 30, i), and isolating those titles considered pertinent to the proposed bibliography. However, during the search it was discovered that dissertations dealing strictly with foreign language research and education were not the only ones of potential use to the doctoral candidate seeking research in language teaching. Following the lead of the ACTFL Bibliography, with several modifications, other areas tangent to foreign language research and education were incorporated into the project.

On the other hand, certain areas were not included at all. Dissertations of a strictly literary nature were omitted, except for the very few titles which suggest how literary material might be integrated with the teaching of a foreign language. Dissertations on linguistics were also excluded, except for those dealing with the phonology, morphology, and syntax of modern languages. For the most part, only the more widely known and taught languages were included.

The bulk of the dissertation titles collected comes from Volumes 22 to 31 of *DA/DAI* (July 1961 through June 1971). Up to Volume 22 most issues of *DA* did not contain a workable subject index. The publication in 1970 of the *Dissertation Abstracts Index,* a nine-volume summary of *DA/DAI,*

made it possible to go through the volumes up to Volume 22 and collect titles not otherwise easily gathered. Furthermore with Volume 30,i(July 1969), *DAI* began using a thesaurus-like "Keyword Title Index," which is the basis of the *Dissertation Abstracts Index* as well. Both the "Keyword Title Index" and *Dissertation Abstracts Index* will make future collection of information on modern language education and research less time consuming.

Although care was exercised to collect as many pertinent titles as possible, many were no doubt overlooked unintentionally. On several occasions titles were suggested to the bibliographer which were found upon closer examination to be of minimal, if not misleading, value to language teachers. Also, some titles were suggested which could not be found in *DA/DAI* eitner because they were too new to be cited or because of printing errors in *DA/DAI*. It is hoped that in spite of these unavoidable omissions enough information about the status of doctoral research in modern language education can be obtained from the titles in this selective bibliography to be useful in pursuing further research.

One last comment should be made about this project. With very few exceptions, all the titles in the bibliography were selected solely on the basis of the abstract. The whole dissertation was rarely available for closer study of the research involved. It would be impossible to evaluate the dissertation on the basis of the abstract alone, or to try to derive more information from it than was actually provided. Thus, no judgment is made or implied about the quality of the research carried out in pursuit of the doctoral degree.

The author wishes to acknowledge the assistance and guidance of Dr. Dale L. Lange and Dr. Emma M. Birkmaier throughout the entire project. He also wishes to express his appreciation to his wife, Carol, for her help during the preparation and proofreading of the final form of the manuscript.

REVIEW OF THE CONTENTS

GENERAL

This small group includes titles which do not readily fit into the other sections used in this document, but which nevertheless are of interest to anyone in the field of research in modern language education. Titles listed here deal with the administration of foreign language programs, and with whatever history of foreign language teaching is not discussed in other categories such as curriculum, methods, and teacher-training.

LINGUISTICS

By far the largest group of titles, LINGUISTICS covers those dissertations which deal with the analyses of modern spoken languages. The *General* subheading presents works which cover either a language family, (Romance, Slavic, etc.) or basic aspects of language structures (gender, verbs, graphology, grammar, etc.).

The *English* subheading was included for two reasons: (1) Studies in BILINGUALISM and TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES call for analyses of the linguistic features of English, and (2) many dissertations on other languages use the English language as the basis of comparison, which necessitates extensive cross-referencing into *English*.

CULTURE

Of the seventy-seven titles collected in this section, only ten were found to be of direct value to the classroom teacher involved in presenting the cultural aspects of a given language to students, namely those dissertations by Mahgoub (281), French (283), Jarvis (314), Figueroa (319), Green (320), Jassey (321), Jeffery (322), Romero (325), Morain (334), and Saiki (337). The remainder deal primarily with analyses of given cultures or cultural groups, mainly through anthropological or sociological studies. Clearly more studies involving practical aspects of teaching foreign cultures in the context of foreign language programs could be made. At present, very little research of this nature has been done at the doctoral level.

During the search several titles dealing with the problems of foreign students adjusting to American university life came to light. Although these do not necessarily reflect concerns with learning English or with the learning of the foreign language or culture by Americans, it was felt that such works represented a significant aspect of cross-cultural communication which might interest and inform foreign language teachers, and which therefore should be included in this bibliography. Where a specific foreign cultural group was the subject of a dissertation, the title appears under the subheading for that group (Scandanavian, Spanish, etc.); otherwise, it was placed under *General*.

TEACHING THE FOREIGN LITERATURE

With the exception of GENERAL, this is the smallest section in the bibliography, containing only seven titles. Considering the literally hundreds of dissertations written every year on literary themes at American universities, this is somewhat amazing. However, as this bibliography indicates, there have been very few dissertations produced which give the foreign language teacher information on practical aspects of presenting literature in the classroom. It should be pointed out that, although titles under the sections CURRICULUM and METHODS do contain references to teaching literature, few go beyond the level of developing the basic reading skills in the foreign language. Perhaps it is assumed, rightly or wrongly, that the reading, analysis, and "appreciation" of literature in a foreign language involve the same skills and abilities as in the native language, and that

getting students over the hurdle of efficient reading of the basic written language is a sufficient task for the classroom foreign language teacher. In any case, the selection of appropriate reading materials for a given level of language proficiency and their effective presentation in the classroom are areas that sorely need more study.

CURRICULUM IN FOREIGN LANGUAGES

This section covers what is taught in foreign language courses and how such courses are arranged at various academic levels. Of the 61 titles collected here, 19 deal with the elementary level (FLES), 9 with secondary, 14 with undergraduate, 2 with graduate, 1 with adult, and 16 with "multilevel" or general. A sizeable number of all these titles (20) deal with foreign language programs in specific geographical regions, including two on curriculum in the Soviet Union (Bartley, 359; Conrad, 388), one on comparative curricula between the United States and Great Britain (Montague, 375), and one on the teaching of foreign languages in Switzerland (Renauld, 395).

Because of the current interest in the subject, it was hoped that more research on the individualization of foreign language instruction would appear than was in fact evident, but only three titles were found: one on independent study in German and in Spanish at the secondary level (Pease, 365), and two on programmed materials in college French (Young, 381; Cadart-Ricard, 387).

Only three dissertations deal with programs in foreign countries, all at the undergraduate level (Leonard, 373; C. Smith, 378; Van de Water, 380), even though the topic would seem to be of definite interest to teachers and researchers.

Little appears to have been written concerning behavioral objectives as they apply to curriculum development. Five dissertations deal with analyses of the outcomes of curricular constructions. Kalivoda (371) develops a set of criteria for evaluating undergraduate foreign language programs. Leonard (373) presents the specific behavioral outcomes expected from a foreign travel program at the undergraduate level. Banathy (385) develops a "systems approach" to foreign language curricula as a theoretical basis for determining outcomes of foreign language programs. Garibaldi (342) and Hussey (345) deal with the criteria for foreign languages in the elementary grades, and suggest how the rationale for their development might be applied to practical programs.

Except for those twenty dissertations on specific programs in specific geographical areas, the formal organization of foreign language curricula is represented by five titles. Borst (341) surveys a program for part-time Spanish instruction at the elementary level. Muller (349) deals with two scheduling arrangements in foreign language programs. Otto (351) discusses the staffing and administration of programs. Elkins (360) takes up summer language programs in secondary schools, and Jantzen (361) analyzes the Indiana University Honors Program for secondary school students.

Although a sufficient variety of research has been done on practical application of foreign language curricula, little has been done on the development of classroom materials: textbooks, learning units, visuals, and the like. Of the dissertations listed under CURRICULUM, five are of greatest interest on this subject. Anonuevo (339) discusses teacher-oriented versus multisensory FLES materials. Vitelli (367) evaluates some practices for the selection and use of Spanish textbooks at the secondary level, and Renfroe (396) does similar research on textbooks for teaching French. Pfister (376) analyzes a selection of college-level German textbooks published from 1958 to 1968. Young (381) discusses the experimental use of programmed materials for teaching reading in French at the college level. There is also a dissertation by Frechette (99), cross-referenced from LINGUISTICS, on the vocabulary found in French textbooks.

With the development of individualized instruction and the attendant increase in the amount of classroom materials, more research in the field of foreign language cur-

riculum should be forthcoming. Although discussions of individual school district or state-wide programs have value as examples of curricular innovations or progress, there is a need for more research on broader, profession-wide aspects of foreign language curriculum.

PHYSIOLOGY AND PSYCHOLOGY OF LANGUAGE LEARNING

This large section presents research on the "human" aspects of language learning and teaching. There are three large subheadings. *General* includes titles with a non-specific target population in regard to language learning, as well as titles not easily placed elsewhere in the major category. Subjects dealing with the theory of language acquisition (Bates, 401; Houston, 404; Mear, 406) are listed here. *First Language Learning* takes up the learning of a speaker's native language. Doctoral material found here treats mainly the acquisition of language by children and young people. Although most of the dissertations would seem to be directed at learners of English as a native language, there are several titles which reflect the learning of other "first" languages, namely Luo (Blount, 414), Samoan (Kernan, 415), Arabic (Omar, 416), Tzeltal (Stross, 417), and Spanish (Gonzáles, 428). *Second Language Learning*, of course, includes works dealing with the study of foreign languages after the native tongue has been acquired.

Of the three subheadings, the second, dealing with first language learning, is the largest group, reflecting the work done in the United States on the acquisition of English by native speakers of English. Additional research on the acquisition of second languages by native speakers of any first language, not only English, is needed.

Both of the subcategories *First Language Learning* and *Second Language Learning* are further divided according to specific aspects of the language-learning process:

a) General (more than one of the following aspects involved).
b) Language Skills (operation and measurement of listening, speaking, reading, writing, grammar, and vocabulary skills).
c) Physiology (physical aspects of language production, including mental retardation and physical retardation).
d) Psycholinguistics (internalization processes of language acquisition including memory, cognition, psychomotor skills, concept formation).
e) Student Factors (individual student differences in academic achievement, age, sex, socioeconomic environment, personal attitudes).
f) Teaching and Learning Methods (attitudes of teachers and administrators toward language teaching and learning, teacher-student interaction, school environment).

BILINGUALISM

Studies involving subjects whose linguistic background includes English and another language are listed in this section. For the most part, these studies discuss the effects of bilingualism upon one's use of language in one or both languages, and upon social or academic achievement as a result of exposure to both languages. Not surprisingly, many deal with Spanish-speakers or speakers of American Indian languages. Also noteworthy is the fact that many such dissertations originate in the universities of the southwestern states, an area with large Mexican-American and American Indian populations.

Although this section reveals the large number of studies made on persons whose native language is not English, and whose language and culture perhaps conflict with the English-dominated culture, very few dissertations appear to have been written on the effects of learning a second language, upon language acquisition generally, or upon the development of specific language skills. Most seem to deal with bilingualism as a "problem" to be overcome for purposes of functioning in an English linguistic culture, approaching the speaker of a non-English language

through the medium of the socially-dominant English language. There is little research that has been done at the doctoral level on the functioning of "socially equal" bilingualism, though a few studies have attempted to do this, including Evers (569), Nakano (574), and Treviño (577). Further studies might look at those English speakers who learn a second language, preferably by exposure to the language in its cultural setting. Other studies might investigate how the learning of English as a second language functions in the minds of learners in foreign cultures, such as those in African countries and India.

TEACHER EDUCATION IN FOREIGN LANGUAGES

Only nineteen dissertations dealing with teacher education in the foreign language field could be found; of these, ten deal with secondary teacher education. This large percentage is not surprising, since most undergraduate education programs in all subject areas aim toward the training and certification of high school teachers. What is somewhat surprising, however, is that there are not more dissertations on elementary level teacher-training programs, considering the number of studies in the CURRICULUM category concerned with FLES, and considering the emphasis that has been placed on FLES since the early 1950's.

There is a sizeable number of dissertations dealing with specific teacher-education programs, including three that are concerned with the results of NDEA-sponsored programs (Allsup, 628; Bambas, 629; Rasmussen, 646). Four dissertations (Busse, 630; Knop, 633; Star, 635; Barron, 637) take up the subject of "Methods" courses in teacher education programs; only one discusses the role of training in linguistics for foreign language teachers (Eddy, 631).

Analyses of performance criteria for foreign language teachers are few in number and are restricted to specific aspects of the teaching profession. Barcelona (640) discusses the behavioral competencies of teachers who use the language laboratory. Sorohan (648) presents a series of guidelines for the development of programs for training secondary-level Spanish teachers. Vinson (650) analyzes the problems faced by beginning secondary teachers and suggests activities for supervisors and in-service training of teachers. Campbell (641) suggests in his research the practices which secondary teachers could use to improve their teaching. However, there seems to be little research which presents a theoretical basis for the development of foreign language teacher-training programs at any or all academic levels. As in the case of dissertations under CURRICULUM, research in teacher education is fragmented into studies of particular problems or particular geographical areas. There is a need for broader research on overall teacher competencies and on criteria developed in specific programs.

METHODS IN FOREIGN LANGUAGE TEACHING

This section is divided into two subheadings, *Theory* and *Application*. As a rule the division between the two was made on the specificity of the target population of each dissertation study. Where a study was geared for a particular group or academic level, it was placed under *Application*. Otherwise it was placed under *Theory*. Both subheadings were again divided according to the language skill toward which the particular method was directed: **Listening, Speaking, Reading, Writing,** and **Grammar. General** was used to indicate those dissertations which discuss two or more skills.

In the field of methodology, imbalance in doctoral research is evidenced by the meager amount of material on each of the four basic language skills (listening, speaking, reading, writing), and upon the analytical skills such as a grammar or vocabulary building. The work done on specific skills, does, however, pin down particular problems for analysis. Under **Listening,** Henning (663) describes a program for phoneme discrimination training in teaching French. Hatfield (689) discusses

the value of supplemental training for students weak in the skills of sound discrimination and sound-symbol association. Lipton (690) compares two methods in the teaching of listening comprehension to FLES students. These three dissertations are all that were found dealing specifically with listening.

Dissertations on speaking, of course, rely upon students' ability to correctly articulate what they hear in the foreign language. Here ten titles were found. None, however, appear to treat theoretical bases or performance objectives in their research. Most seem to be experimental studies of a particular method on a particular speaking aspect, such as correct pronunciation of foreign language phonemes (Hammerly, 664; Lieblich, 665; Strain, 667), diction for college students of voice (Capps, 691), production of foreign dialects (Jacoby, 694), and pronunciation combined with a graphemic system (Muller, 666; Herold, 693). There are none that treat methodology dealing with longer utterances, such as sentences in the foreign language, or extended speaking, such as dialogues or conversation.

Reading is taken up in only four dissertations. Hanna (697) analyzes reading errors of American college students of Arabic and makes proposals for teaching reading in Arabic. Demers (668) discusses silent reading in French and English in relation to certain student factors (sex, lingual ability, and mental ability). Parent (669) compares three methods of teaching reading to college students of French: bilingual parallel-column readings, direct reading of French, and using the language laboratory to improve reading in the foreign language. A. Smith (670) compares reading instruction in English and in foreign languages. Of these four, those by Hanna and Parent seem to yield the most information about the comparative methods dealing with reading.

Only one dissertation was found on writing, that by Jackson (671) on the development of the writing skill in English and Spanish. Clearly more research on the development of writing skills is needed.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

This large section deals with programs, courses, and methods designed specifically to teach the English language to speakers of other languages. The majority of dissertations found here have curricular topics, but because of the singularly large number of such dissertations, it was felt that giving them a category separate from CURRICULUM or METHODS would make them readily identifiable to those working in ESOL programs.

The titles are arranged according to the student's native language. As in the case of BILINGUALISM, the largest single group of titles (17) concerns native speakers of Spanish. A special group entitled *English (nonstandard)* was included because of a number of studies which concern subjects who speak what is a non-standard version of English, usually a Black dialect.

EQUIPMENT

Titles in this section were divided under the subheadings of *Instruction* and *Research and Development*. Dissertations listed under the former deal with the use of electronic media (hardware) in specific instructional situations; those included in the latter subheading deal with equipment in the theoretical or developmental stage, offering no specific reference to its use in courses, programs, or instructional surroundings, even though such settings might have been used to test out the particular equipment. In both areas, theoretical or practical, the language laboratory is the dominant theme; it is the topic of thirteen of a total of thirty dissertations. The use of television in foreign language learning is the main subject of four dissertations (Behmer, 792; Gunther, 803; McCombs, 814; Patterson, 805), and it is handled to a lesser degree in several other dissertations. Although a number of studies deal with television, the computer (Abboud, 790; Lippert, 804), the radio (Entezar, 800; Garfinkel, 801), and the telephone (P. Smith, 819), the language labora-

tory has enjoyed the greatest popularity as a dissertation topic, and it appears that other media should be researched for their increased use and effectiveness in foreign language instruction.

TESTING THE FOREIGN LANGUAGE

Research in this area concerns the evaluation of students within a foreign language program. The subheading *Course Content* indicates those studies dealing strictly with evaluation within a specific course of instruction; *Student and Instructional Factors* lists dissertations related to the aptitude, achievement, and placement of students in language courses and programs. The majority (14 of 21) come under the latter category; four deal with the measurement of foreign language aptitude prior to a course of study, five with the measurement of foreign language achievement after a course of study, four with the placement of students into specific courses or curricula, and one (Gagnon, 842) with the evaluation of classroom verbal interaction and student achievement.

While most of the titles in this section deal with student performance on various measuring instruments, little seems to have been written on larger testing programs. The evaluation of standardized tests in reference to their validity or their need for revision in light of updated research could certainly bear investigation.

HOW TO USE THE BIBLIOGRAPHY

All titles are numbered consecutively. The twelve major sections are further divided into center column headings. Most sections have only two or three center column headings, while others, such as LINGUISTICS have as many as forty. However, only in the case of the PHYSIOLOGY AND PSYCHOLOGY OF LANGUAGE LEARNING, METHODS IN FOREIGN LANGUAGE TEACHING, and TESTING THE FOREIGN LANGUAGE sections are further divisions (bold face headings) used. Because of the relatively small number of titles collected, further subdivisions in the other sections were considered unnecessary.

Cross references are gathered at the end of either center column heading or a bold face heading. These are listed by number only, and preceded by *"See also,"* or *"See,"* if there are no other entries. Thus, finding a particular reference or cross reference is made as easy as possible, once a reader determines which section covers his particular research interest.

Since all references were found in *DA/DAI*, there is no further notation of this in the bibliography. Each entry is given according to the following format: name of researcher, title of the dissertation, volume and year of the *DA/DAI* entry, page reference in *DA/DAI* and the university where the dissertation was written.

GENERAL

Administration

1. Flores, Salvador R. "The Identification of Administration Problems in the Implementation of the California Casey Bill as Related to School District Organization." 27 (1967):2774A–75A(Oregon).

2. Fragano, Lilia V. "The Chairman of Foreign Language Departments:A Study of Role Expectation and Role Behavior." 31(1971):3386A–87A(Rutgers).

3. Handrick, Fannie A. "Characteristics of Modern Foreign Language Departments and Their Relation to Student Achievement." 28(1967):536A–37A(Harvard).

4. Purcell, John M. "Role Definition of the State Foreign Language Supervisor." 31(1970):566A(Ohio State).

5. Ringwald, Siegfried C. "An Analysis of Selected Duties of Foreign Language Department Chairmen in Public Junior Colleges." 29(1968):1960A(Southern California).

History

6. Larudee, Faze. "Language Teaching in Historical Perspective." 25(1964):3554–35(Michigan).

7. Wasley, Ruth E. "An Analysis of the Reactions of Selected Modern Foreign Language Professional Journals to Changing Emphases in the Teaching of French and Spanish in the Public High Schools Between 1924 and 1942." 13 (1953):1200–01(New York).

LINGUISTICS

General

8. Damerau, Frederick J. "The Role of Markov Models in Linguistic Theory." 27(1967):2514A(Yale).

9. Delmare, Maxine L. "The Verb as Concept and as Form Class." 28(1968):3017A(Iowa).

10. Despate, Gerard. "Modern Linguistic Research Applied to Process of Translation." 28(1968):2662A–63A(Columbia).

11. Gradman, Harry L. "The Contrastive Analysis Hypothesis:What It Is, and What It Isn't." 31(1971):6579A–80A(Indiana).

12. Hawkey, Richard L. "Graphological and Phonological Structures of Language:A Descriptive Apparatus." 30 (1970):4437A(Vanderbilt).

13. Hertz, Richard A. "Rules and Language:A Philosophical Study of Linguistic Communication." 28(1968): 2731A(Pittsburgh).

14. Ibrahim, Muhammad M.H. "A Study of Gender." 31 (1970):2900A(Princeton).

15. Kliachko, Savel. "The Sharpness Feature in Slavic." 29(1969):3992A(Stanford).

16. Lancaster, Laura J.B. "Primate Communication Systems and the Emergence of Human Language." 28 (1967):1324B(California, Berkeley).

17. Lefkowitz, Robert W. "Semantic Structure." 30 (1970):2005. (Indiana).

18. Levy, Anita R.K. "Factors in the Distribution of Suffixes in the Romance Languages." 30(1969):2534A(Pennsylvania).

19. Mayer, Gerald L. "A Comparative Study of the Syn-

tax of the Cardinal Numerals in the Slavic Languages." 28(1967):1420A(Pennsylvania).

20. Messner, Arnold E. "The Development of the Second Person Pronoun in the Major Romance Languages." 28 (1968):5024A–25A(Columbia).

21. Moore, Terence H. "The Topic Comment Function: A Performance Constraint on a Competence Model." 28 (1967):1809A(California, Los Angeles).

22. Pernes, Ronald B. de S. "Categories, Translation, and Linguistic Theory." 28(1967):257A(Princeton).

23. Reich, Peter A. "A Relational Network Model of Language Behavior." 31(1971):7578B(Michigan).

24. Rutherford, Phillip R. "Linguistic Research in American Universities:Dissertations and Influences from 1900 to 1964." 27(1967):2517A–18A(East Texas State).

25. Sanborn, Donald A. "The Language Process:A Holistic Schema with Implications for an English Curriculum Theory." 28(1967):550A(Claremont Graduate School).

26. Sedey, Daniel. "Tense, Time, and Paradox:The Construction of a Tenseless Language." 30(1969):2008A(Michigan).

27. Vere, Steven A. "Syntax Directed Translation of Context Free Languages." 31(1970):1896B(California, Los Angeles).

28. Williams, Joseph M. "Some Grammatical Characteristics of Continuous Discourse." 28(1967):660A(Wisconsin).

Afrikaans

See 52.

Arabic

29. Bratton, Neil J.Q. "Structure and Messages in English and Arabic." 29(1969):2694A(Georgetown).

30. Cadora, Frederic J. "An Analytical Study of Interdialectal Lexical Compatibility in Arabic." 28(1967):211A–12A(Michigan).

31. Killean, Mary C.G. "The Deep Structure of the Noun Phrase in Modern Written Arabic." 28(1967):654A(Michigan).

32. Lewkowicz, Nancy M.K. "A Transformational Approach to the Syntax of Arabic Participles." 28(1968):2667A(Michigan).

33. Maamouri, Mohamed. "The Phonology of Tunisian Arabic." 28(1968):3168A–39A(Cornell).

34. Qafisheh, Hamdi A. "English Pre-nominal Modifiers and Corresponding Modern Standard Arabic Structures:A Contrastive Study." 29(1969):2697A–98A(Michigan).

35. Shawkat, Mahmoud H. "A Descriptive Grammar of Educated Damascene Arabic." 23(1962):1695(Cornell).

36. Todaro, Martin T. "A Contrastive Analysis of the Segmental Phonologies of American English and Cairo Arabic." 31(1970):1786A–87A(Texas).

See also 724.

Burmese

See 244.

Chinese

37. Chan, Jachin Y. "Distribution of Cantonese Phonemes." 28(1967):1805A(Louisiana State).

38. Cheng, David D. "A Method of Translating Simple Chinese Texts into English by Machine." 25(1964):1095 (Michigan State).

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